



English Power

5

***Teacher's
Resource Book***

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Lesson 1: Father's Advice

Learning objectives:

1. To teach children the importance of being patient
2. To help them learn the loss one faces by negative thinking
3. To help them learn take advice from their elders

Teacher Starter:

For brainstorming, try to figure out the amount of patience that the children have in them. You may ask a few questions as: Do you get annoyed? Explain why and when you get annoyed? What happens when you are angry? Is there anyone who listens to you when you are annoyed? What should we do to avoid negative thinking? When the class is actively engaged, you may head towards reading of the chapter text.

Teaching:

This chapter teaches children about the value of being patient and the disadvantages of being impatient. Ensure that the children highlight and understand meanings of the difficult words like frightened, adversity, consoled, miserable, crumbled, impatient, delicate, denied, decoction and consoled.

Student's Tasks:

Answer the Questions

1. What was the major problem with Mary?
A. Mary had a major problem that she got annoyed with everything.
2. Why did she ask for help from her father?
A. She felt that she was so miserable and that's why she requested help from her dad.
3. What did Mary's father ask her to do?
A. He asked Mary to take a potato, an egg and tea leaves, and place them into vessel and boil them.
4. What did Mary's father ask her, after the three things were ready?
A. He asks Mary what did she see how differently these thing react with the boiling water.
5. We should behave differently; explain this from her father's point of view.
A. He give the example of these things as each of them react differently under same kind of circumstances. We could create something new and unique even when we experienced adversity.

Compose the Following

1. Write an argumentative essay about the disadvantages of negative thinking.

Disadvantages of Negative thinking

Feeling down. The extent of negative feelings can go from anger, frustration, irritability, to even anxiety and depression, passing through many other feelings, none of them pleasant.

Physical effects: the body lowers its defenses, as negativity subtracts from our energy.

Because of the emotional negative state we're in, it's also easier to see oneself less attractive and not care for our physical needs.

Besides, an extreme negative emotional state can cause eating disorders: from over eating to a complete lack of appetite and not eating enough (and not caring about it).

Closing oneself down to possibilities and the flow of abundance. When we are in a negative state we do not attract those elements that would make our lives advance; rather we attract the circumstances that support us in thinking something is wrong, and we get stuck.

Simply put, when we stay thinking negative, we attract negative emotions and events. Thus when one is in a negative state everything seems to go wrong.

A negative effect on others. Have you ever wondered how you may be affecting other people because of the way you feel?

Think about when a relative, a friend or someone at work seems to be having a bad day and how you feel when you spend time with them.

You could be making others feel the same way when you are wrapped in your own negative thoughts.

It's a waste of time! Look at all the effects of negative thinking explained above; can you tell me one single benefit of thinking negatively and being in a negative mood?

Any other than the realization that it's much better to think positively, negative thinking doesn't contribute to our lives; rather it detracts.

2. Choose any five words from Increase Your Vocabulary and use them in your sentences.

Answer. Sentences

1. Aroma: A delicious aroma was coming from the kitchen.
2. Delicate: These delicate plants need careful nurturing.
3. Vessel: The vessel reached port the next morning.
4. Aspects: Because I didn't prepare for class, several aspects of the lesson were over my head.
5. Responded: She responded briefly to the questions.

Extended Teaching

Resources at www.learningwell.pk

Log on to your personal account at www.learningwell.pk to view electronic print of this lesson and a full-length video lecture or animation pertaining to the lesson. You will also find extended exercises or MCQ-based tests based on the lesson to help your students improve their learning. Additional teaching resources are also available at www.TeachingWell.pk

Web Resources:

For further information visit these sites and links:

1. https://www.babycenter.com/0_best-advice-my-father-ever-gave-me_8392.bc
2. https://www.youtube.com/watch?v=NHS_ltaCGBs



Lesson 2: Elements of Poetry

Learning objectives:

1. To familiarize students with different forms of poetry
2. To help them understand how stanza, rhyme, alliteration, simile, metaphor, symbolism and imagery are different.
3. To help them draft simple poems using their imagination.

Teacher Starter:

By this grade, the students have already gone through various formats of poetry. As such, brainstorming should be aimed at identifying at least some of the elements known to the students such as rhymes, similes and metaphor. You may give examples of nursery rhymes and poems to assist students.

Teaching:

Make columns of the different elements of poetry discussed in the lesson i.e. stanza, rhyme, alliteration, simile, metaphor, symbolism and imagery on the board and explain their differences using the examples of poems (also given in the lesson)

Student's Tasks:

A. Answer the Questions

1. What do you understand by the term poetry? Elaborate.

A. A poem is a piece of writing in which the words are chosen for their beauty and sound and are carefully arranged, often in short lines which rhyme.

2. How many kinds of poems are there? Describe each kind in a few lines.

A. There are five kinds of poems:

Alliteration, Simile, Metaphor, Imagery and Symbolism.

Alliteration: Alliteration is the repetition of a particular consonant or a vowel sound in the initial stressed syllables of a series of words or phrase in close succession.

Simile: Simply put, a simile is a direct comparison drawn between two concepts, objects, or people using a verb like 'resembles' or connectives such as 'like,' 'as' or 'than'.

Metaphor: A metaphor is an indirect parallel drawn between two completely unrelated things. It is a comparison, yes, but metaphors do not use the connectives 'like', more linear.

Imagery: Imagery is the figurative painting of a vivid picture in the mind of a reader with words.

Symbolism: The presentation of an object that actually represents an idea or a concept is symbolism. A symbol can be presented to the readers in the form of a character or an object.

3. Write definitions of the following words:

a. Free verse b. Rhymed poetry

A. Free verse

Free verse is a literary device that can be defined as poetry that is free from limitations of regular meter or rhythm, and does not rhyme with fixed forms. Such poems are without

rhythm and rhyme schemes, do not follow regular rhyme scheme rules, yet still provide artistic expression.

Rhymed poetry

A rhyme is a repetition of similar sounding words, occurring at the end of lines in poems or songs. A rhyme is a tool utilizing repeating patterns that bring rhythm or musicality to poems.

4. Read and sort a selection of rhymed poems and determine the type of rhyme that is employed.

A. Do as directed. As an example, you may take the humpty-dumpty poem given in the lesson.

5. What is figurative language and how do poets use it?

A. Figurative language is when you use a word or phrase that does not have its normal every day, literal meaning. Examples of figurative language are similes and metaphors.

6. Which problem you liked in this lesson. Explain your reasons for liking it.

A. Students give the answers by themselves.

7. What is a connotation? Where do connotations begin? What makes them powerful?

A. Connotation is an idea or feeling which a word invokes for a person in addition to its literal or primary meaning. Connotation is an additional meaning for a word or phrase; thus, the examples are endless. As mentioned, many words will share the same literal meaning, but may **connote** different feelings or ideas. Below are several examples:

- Stench, smell, aroma, scent, odor
- Strong, tough, sturdy, hard
- Proud, confident, arrogant, egotistical
- Childish, childlike, young, youthful
- Rich, loaded, privileged, wealthy, affluent
- Broke, poor, impoverished
- Frugal, economical, stingy, cheap
- Tempting, attractive, interesting
- Liar, storyteller, fibber
- Independent, unfriendly, private, standoffish

Connotations are made powerful when the writer knows how his audience would take the words when they are presented.

8. What is meant by alliterations in poetry?

A. Alliteration is the repetition of a particular consonant or a vowel sound in the initial stressed syllables of a series of words or phrases in close succession.

B. Choose the correct answers

1. c. A way to set a mood d. All of the above
2. d. Allows you to experience different emotions.
3. b. Powerful words that are chosen purposely to cause a reaction.
4. c. Personification d. Irony



5. d. None of these
6. a. Puts a picture into the reader's mind
- 7 b. Strong imagery
8. c. A comparison device d. Both b and c

Compose the Following

1. Write an "If-I-Were" poem about someone or something you'd like to be.

Poem:

If I were a bird
I would fly so high
If I were a bird
I would touch the sky
Carefree and happy, I would be
Miles I would fly over land and sea
I would on grain and bread
The message of Love and
Peace I will spread
If I were a bird

2. Write a poem that describes something you see in your lunch box.

Poem .

Lunch Box, Lunch Box,
Peanut Butter Sandwich
And Celery to Crunch,
Carrots and Banana
And an apple to munch.
A bite and a bite
And a bite and a bite,
Oh, to my delight!

3. Look out the window and write an observation poem.

Poem

Summer
Looks like the sun sitting in the sky
Feels like someone breathing hot air on me
Sound like the sun crackling on the earth
Smells like salty sea water
Tastes as good as macaroni cheese

Do the Activity

Do as directed

Extended Teaching

Resources at www.learningwell.pk

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Web Resources:

For further information visit these sites and links:

1. <https://jerz.setonhill.edu/writing/creative1/poetry-writing-tips-how-to-write-a-poem/>

Lesson 3: The Wright Brothers

Learning objectives:

1. To familiarize students with a brief history of airplane.
2. To teach them about the effort of the Wright brothers in making it possible for man to fly.

Teacher Starter:

Ask children about their perceptions regarding the mechanism of aero plane. Tell them that man used to think that it would take thousands of years before people would be able to fly. Ask them to suggest ideas about the way aero plane works. When the class seems engaged, get the chapter reading started.

Teaching:

First things first, tell it straight to the students that Wright brothers (Wilbur Wright and Orville Wright) born in late 19th century were the main people behind invention of airplanes. During the course of reading, emphasize on the course of evolution of the plane from the early gliders to the heavy duty planes that came in later years. Make it clear to the students that it takes an immense amount of effort and tries before one succeeds in completing a scientific invention.

Student's Tasks:**A. Give comprehensive answers**

1. What do you know about the first manned airplane?
A. The first airplane was a propeller-driven airplane that has a glider that measured 16 feet from wing tip to tip. It cost them \$15 to build it and it had stayed in the air for just 12 seconds. It was called the wright flyer.
2. What efforts did Wright Brothers made to find the secret of flying?
A. They made a wind tunnel at their shop to test different kinds of wings.

3. After their second glider failed, the Wright brothers almost gave up. What made them keep working?

A. The curiosity, inventiveness and their unwillingness to give up helped Wright brothers achieve their goal and complete their mission.

4. How has the airplane changed the world?

A. Airplanes have revolutionized transportation. The original use for the airplane was in mail transportation. Early mail routes were extremely successful, and lead to passenger transportation. In just over 100 years, we can travel halfway around the world in a matter of hours. The airline industry plays a major role in the world economy.

B. Give short answers

1. How did Wright Brothers earn their money?

A. They earned money by making home-made mechanical toys. When bicycles became popular they opened a bicycle shop.

2. What was the Wright Flyer made of?

A. The Wright Flyer was made of double-winged kites and gliders.

3. How many of Wright Brothers flight were unsuccessful before they made their first successful flight?

A. They had made over 1000 gliding flights before they were able to fly the world's first manned, powerful flight in 1903 at Kitty Hawk.

C. Choose the correct answers

1. c. Orville

2. a. They witnessed the test flight of Otto Lilienthal's glider and his death.

3. b. American

4. a. 50 km/h

5. c. 862

6. b. Take off properly

7. b. 1892

8. c. Kitty Hawk

Compose the Following

1. How many words can you make from Wilbur and Orville Wright?

Noun: day, history, American, brothers, airplane, flight, machine, Wilbur, Orville, Wright, August, personalities, shop, devices, gliders, data, experiment, plane, September, kite, records, bicycle, fliers, exploits, propeller, tinker, rudder

Verbs: emulate, flew, see, went, producing, inspired, published, accumulating, mastering, designed, tested, decided, control, moving, proceeded, gain, test, chose, developed, showed, confirm, demonstrate, apply, focused, damaged, convinced.

Adjectives: modern, fundamental, first, powered, double-winged, small, sufficient, complementary, long, momentous, wrong, inadequate, interested, necessary, own, full

2. Use the above words in your sentences.

Answers (Examples Only)

Day: It is the tenth day of October

History: Pakistan has a long history

Brothers: I have three brothers.

Flight: The flight was cancelled due to rain

Flew: The Wright brothers flew the first manned-plane

See: I want to see the beach today.

Damaged: The car was damaged due to accident.

Modern: Modern computers are very fast and efficient.

Sufficient: We have sufficient food for Ramadan.

Long: Nights are long during winters.

Interested: My friend is interested in playing football.

Do the Activity

Do as directed.

Extended Teaching

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Web Resources:

For further information visit these sites and links:

1. <https://airandspace.si.edu/exhibitions/wright-brothers/online/>
2. <https://www.history.com/topics/inventions/wright-brothers>

Lesson 4: The Little Match Seller**Learning objectives:**

1. To familiarize students with the concept of poverty and the related misery
2. To help them build regard for the poor
3. To help them learn more about the story writing style

Teacher Starter:

Start by asking students to present their ideas about poor people i.e. how do poor people make ends meet, do they have much to eat and wear? Why or why not? Why do poor people live in misery, broken homes and with poor health? Ensure as much student-to-student interaction so that students have a stimulating brainstorming session.

Teaching:

Divide the class in groups and divide the chapter text for reading. Make sure that students highlight and understand the difficult words used in the lesson i.e. bare, corpses, crept, glory, howled, misery, ornament, projected, savory, roamed, waddled, stuffed, spluttered etc. As an additional activity, you can ask students to relate to any troubles they have seen with the poor people in their lives.

Student's Tasks:**A: Give comprehensive answers**

1. Why was she walking bare-foot?

A. She was walking bare-footed as one of her shoes was lost in the snow and the other one was stolen by a boy.

2. Why she had matches with her?

A. She was having matches to sell and make some money. However, no one bought anything from her so she had those matches with her.

3. She was afraid of going back to home, although it was extremely cold. Give all the reasons.

A. She did not have any money and she knew that her father would beat her if she goes empty handed. She also thought that it was useless to go home as it would be almost as cold at home as here.

4. What was the difference between the place she was sitting and her home?

A. She was sitting under an open sky while her home, a shattered one, had only roof and no proper walls or gate.

5. What did she do to warm herself?

A. She lit the matches one by one in order to warm her fingers.

6. Why did she wish to go with her grandmother?

A. It seems that her grandmother lives in perhaps a very good place, and she loves her so much, that is why she wished to go with her grandmother.

B. Choose the right answer:

1A. 2D.

C. Vocabulary Check

1C. 2C. 3C. 4B. 5B

Compose the Following

1. Write a new end of the story. What would you like to change?

In the dawn of morning, the little girl woke up in a comfortable bed alongside a warm fireplace. She was surrounded by a girl her own age.

“Where am I?” the little girl asked.

“Relax,” the girl said, “you are in our home. My name is Sara. You were lying fainted outside in the night and I saw you when I opened my window to throw off remains from the fireplace.”

“Oh, my God” the little girl said, “I thought I died”

“You would have,” the other girl said, “but we picked you at the right time. Your father is deeply sad you had to see such cold. He says he would never let you out in the cold”.

2. Use any five words from Increase Your Vocabulary in your own sentences.

1. Bare: I did not keep my head bare after I shaved it in summer.
2. Corpses: Horror movies often show corpses of men
3. Creature: Butterfly is a beautiful creature.
4. Misery: A lot of people in the village spend a life of misery.
5. Roamed: I roamed here and there in the park but there was no one to play with me.

Extended Teaching

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Web Resources:

For further information visit these sites and links:

1. <https://study.com/academy/lesson/the-little-match-girl-moral-themes-analysis.html>

Lesson 5: A Day in the Life of a Dinosaur

Learning objectives:

1. To help students demonstrate general and specific knowledge of dinosaurs.
2. To create a sense of fascination and curiosity in students about the world of dinosaurs.

Teacher Starter:

Start by asking students if they have ever learned about dinosaurs. Ask them to use adjectives to describe dinosaurs i.e. huge, meat-eaters, mammoth, deadly, killer etc. Also ask students them to present ideas about how world would

Teaching:

Get the lesson read in class, emphasizing more on the features of two types of dinosaurs, meat eaters and plant eaters. Point to the pictures given in the unit so that students are able to



identify the differences in physical features of the various species of dinosaurs discussed in the unit. Ask students to highlight difficult vocabulary words like clump, concentric, plunged, hind, hatched, crouched, lapped, lurching, scavenge, sap, streaked, torrents, trampling and undergrowth. The point here is to stimulate the sense of amazement in young children and to strengthen their abilities to imagine and picture things in their minds.

Student's Tasks:

A. Give comprehensive answers

1. Why Protoceratop went to the bank of the river?

A. She went to the bank of the river as it was the safe place to lay her eggs.

2. Name some dinosaurs which can harm Protoceratops.

A. The dinosaurs that can potentially harm Protoceratops include Ovi-rap-tor, Velociraptors, Homaocephale and Ching-kan-kou-saurus.

3. Do you think that all the dinosaurs were carnivores? Support your answer with evidence from research.

A. Ovi-rap-tor, Velociraptors, Homaocephale and Ching-kan-kou-saurus are carnivores while Tar-bo-saurus and Protoceratops are plant-eaters. As given in the lesson, Protoceratop ate like to eat palm trees while Tar-bo-saurus was devoured by Velociraptors. Protoceratop was also not interested in eating the dead Tar-bo-saurus.

4. What happened to Tarbosaurus? Why it panicked?

A. Tar-bo-saurus was frightened by the storm and was running in sheer panic.

5. Why does Protoceratops have to keep an eye on her eggs?

A. Protoceratops have to keep an eye on her eggs as they might be eaten by fierce meat-eating dinosaurs like Ovi-rap-tor and Velociraptors.

B. Dinosaur Vocabulary Quiz

Match the words on the left with the definitions on the right. (Answers)

- | | |
|------------------|--|
| 1. Herbivores | Animals that gain nourishment from plants. |
| 2. Predator | Any animal that lives by hunting and eating other animals. |
| 3. Prey | Animals that fall victim to other animals. |
| 4. Carnivore | A flesh-eating animal. |
| 5. Skeleton | The bone structure that make-up the body of an animal. |
| 6. Palaeontology | The study of life forms in prehistoric times. |
| 7. Extinct | When something is completely gone and doesn't return. |
| 8. Fossil | The hardened remains of a prehistoric organism. |
| 9. Prehistoric | The time before people wrote about history. |
| 10. Dinosaur | An extinct family of animals that dominated the earth millions of years ago. |

Compose the Following

1. Collect information about dinosaurs with the help of the internet and make a presentation to share with the class.

Dinosaurs roamed the Earth over 200 million years ago and were the dominant terrestrial vertebrate for 135 million years. It is believed their extinction came about because of changes in the climate they couldn't adapt to. Birds are the closest relative to a dinosaur that we have. Below are some interesting facts about dinosaurs.

- Dinosaurs walked the earth for over 165 million years.
- They lived during a period of time known as the Mesozoic Era, or Age of Reptiles.
- At the end of the Cretaceous Period they became extinct – that was around 65 million years ago. During this time there was a great deal of volcanic activity and many earthquakes.
- Many people believe that dinosaurs became extinct because an asteroid hit the earth changing the climate dramatically. It is believed that dinosaurs couldn't adapt to these changes.
- The word dinosaur means terrifying lizard. This name was invented by Sir Richard Owen in 1842.
- The oldest known dinosaur is Eoraptor, a meat-eater that lived 228 million years ago.
- Most dinosaurs hatch from eggs, and they could not fly or live in water.
- Dinosaurs are classified as reptiles. They are divided into two groups based on the structure of the hip. One group has lizard-like hips and the other group has bird-like hips.

2. Have you watched the movie, Jurassic Park? Write the story in your own words.

Jurassic Park is a classic adventure movie directed by Steven Spielberg and based on the novel by Michael Crichton. The story is about Jurassic Park, a nature reserve on a remote South American island owned by billionaire businessman John Hammond (Richard Attenborough). Hammond and his team of dedicated scientists have populated the park with genetically engineered dinosaurs. This technological breakthrough has been made possible by extracting and manipulating the DNA from dinosaur blood found in the stomachs of ancient fossilised mosquitoes.

As the reserve nears completion, Hammond invites selected guests to view the site, in the hope of attracting recognised experts to take on management roles at the park. These visitors include palaeontologist Dr Alan Grant (Sam Neill), his partner, palaeobotanist Dr Ellie Sattler (Laura Dern), and chaos mathematician Dr Ian Malcolm (Jeff Goldblum). Hammond's grandchildren, Lex (Ariana Richards) and Tim (Joseph Mazzello), also come to see the park and its amazing creatures.

Initially, the visitors are all impressed and amazed at the re-created dinosaurs and habitats. But their wonder turns to fear when the park's computer system is disabled and several dinosaurs escape the high-voltage confines.

3. Read the lesson again and write down all the describing words from the text and use them in interesting sentences.

Concentric: Jauhar Chowrangi is the concentric point of our neighborhood.

Huddled: A pack of dinosaurs huddled at the bank of river.

Hatched: It will take a few more days for these eggs to hatch.

Streaked: She streaked her hair for the party.

Unhatched: The eggs of the crow are still unhatched.

4. Who was the major character in the story? Collect information about it and present it in the form of a report, supported by pictures.

A. Protoceratops was the major character in the story. She wanted to have an eye on her eggs as they might be eaten by meat-eating dinosaurs. She was herbivore as she ate palm trees and drank its sap.

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Lesson 6: The Fantastic World of Myths

Learning objectives:

1. To help students learn about the nature and the significance of myths.
2. To help them learn about the various types of myths such as Pandora and the box of troubles, The mystic Padmasambhava and Fair Vasilisa and Baba Yaga.
3. To help students appreciate the difference between facts and myths.

Teacher Starter:

Start the chapter straight by telling an interesting myth to the class. Try to present the myth as a real story so that students find it serious as well. After finishing the myth, ask the class whether they believed that the story you told were true. After adequate responses and ideas, get the chapter reading started.

Teaching:

In order to understand these phenomena and, perhaps, bring comfort to people, myths were created as explanations for the many mysteries of life. Even our ancestors contemplated the creation of earth, natural disasters, flaws in humanity, death, and love. You may give examples of your own or ones from the chapter to familiarize the students with the concept of myth.

Student's Tasks:

A. Give comprehensive answers

1. How do the myths differentiate between human and divine power?

A. As per myths, gods intervene when humans need help or when the gods want to accomplish goals on earth, but humans are often unable to solve their own problems and cannot really

intervene among the gods; mortals even have limited abilities in the Underworld. When a human asserts divine power, the gods often put the person back in his or her place.

2. How do myths account for natural events?

A. To account for something in nature that people do not yet understand, they tell a story about a being whose actions or life has resulted in what can be observed. Sometimes the story seems to have nothing in common with the reality that scientists later construct as explanation, but sometimes elements of the story are good metaphors for details of the natural event.

3. According to classical mythology, who was the first mortal woman?

A. In Greek mythology, Pandora "all-gifted" or "all-giving" was the first human woman, created by Hephaestus on the instructions of Zeus.

4. What are myths? How and why myths developed?

A. A myth is a traditional story, especially one concerning the early history of a people or explaining a natural or social phenomenon, and typically involving supernatural beings or events. Before science and schools came about, humanity needed a way of understanding what was occurring around them. Many myths tend to live on throughout generations, inculcating certain essentials in that culture

5. Why are the myths used as a role model?

A. Myths are used as a role model as they portray flawless human beings and help us to transform our personalities like one.

6. You have read different myths from around the world. Which one do you like most and why?

A. Done by the students themselves.

7. Do you think the myths give the lesson of bravery and strength?

A. Yes, myths give as the lesson of bravery and strength as they show us heroes and their sacrifices for the welfare of human beings.

8. Do you think about Pangu? Do you think that's how the world is created? Discuss with your friends and write the valid reasons on paper to share with the class.

A. Done by the students themselves

9. What attributes make Gilgamesh a hero? What are his negative characteristics?

A. Gilgamesh possesses several qualities of an epic hero, which is a character admired for their strength and personal achievements. Gilgamesh is the powerful king of Uruk, who is two-thirds god and one-third human. He is known as the strongest man in the world, he embodies masculinity, and he is admired for his courage.

His negative characteristics were that he was self-righteous, selfish, and prideful.

B. Choose the correct answer

1. b. in about 2700 b.c.
2. b. 1845
3. b. Ea
4. b. Buddhist
5. c. In a dream
6. b. Baba Yaga

C. Mark the following statement as True or False.

1. True
2. True
3. False
4. True
5. True
6. False
7. False
8. False
9. False
10. True

Compose the Following**A. Ancient Egyptian Gods and Goddesses**

Ancient Egyptians worshipped a huge number of ancient Egyptian gods and Egyptian goddesses.

Some of them looked very much like humans; however others were part human and part animal, where some of them looked like crocodiles, jackals, cats, rams and even falcons. The bodies of these ancient gods were always human but their heads looked like birds and animals.

Many religions only worship one god, whereas the ancient Egyptians worshipped many.

Some Famous Gods and Goddesses

There were some really well-known and pretty famous gods and goddesses that you might have heard of. But here are just some of them to give you an idea of who they were.

- Osiris was one of the major ancient gods and he ruled the underworld and was the judge of the dead. Wow that sounds pretty scary. Set, or Seth was a big villain amongst the gods and he murdered his very own brother, Osiris! That's certainly not cool. He was all about evil and darkness. It wouldn't be fun bumping into him on a dark night.
- The ancient Egyptian goddess Isis, the mother goddess, was the wife of Osiris and the mother of Horus one of the heroes of the ancient Egyptian gods who helped to bring Osiris back to life. Now that's awesome!

- One of the most famous animal headed gods was the ibis-headed Thoth, the patron of scribes, writing and science and the inventor of the hieroglyphics. He must have been a pretty smart god don't you think?
- You've probably heard about Anubis, the jackal-headed god, who is maybe one of the most famous gods. He was the god of the dead, tombs and embalming. Wonder if he enjoyed his job?
- Another famous animal headed Egyptian god was Sobek the ancient crocodile god of strength and power. Obviously he was seriously strong!
- Often gods were shown as cats too and Bastet was one of the famous cat goddesses of ancient Egypt.

B. These are some synonyms for Myth. Use them in your sentences.

- *Fable: I liked the fable written by Oscar Wilde.
- *Fantasy: I have a great fantasy for sports cars.
- *Fiction: our teacher has told us to read fiction books
- *Illusion: Europe has been suffering from an illusion of superiority over other parts of the world.
- *Imagination: Learning about mythology increases our imagination

C. Use these words to make sentences of your own.

1. Sickness: Due to sickness, I could not complete my homework on time.
2. Worry: Don't worry, I will help you if you have any trouble.
3. Crime: The rate of crime is increasing in the city.
4. Hate: We should not hate people as everyone is lovable.
5. Revenge: In order to take the revenge, the smaller dinosaur attacked the big dinosaur from the back.
6. Envy: The envy between Pakistan and India is bringing loss to both the countries.

Think and Discuss

Do as directed.

Do the Activity

Do as directed.

Extended Teaching

Resources at www.learningwell.pk

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Lesson 7: Daffy-Down-Dilly

Learning Objectives

1. To familiarize students with the descriptive style of poetry
2. To help them understand characteristics peculiar to winter and spring
3. To help them learn how trees respond to winter and spring

Teacher Starter

This poem is a descriptive account of two seasons i.e. winter and spring. For brainstorming, ask your students to describe features or characteristics of the two seasons i.e. winters are cool, trees die in winter, people wear warm clothes, the sun does not shine much etc. when the class is engaged, get the poem recited.

Teaching

Get the poem read in class, making sure that each student gets a line or two to read. Since the poem is a descriptive account of two seasons, winter and spring, ask your students to underline the adjectives that describe each season. Ensure that the children underline and understand the difficult words given in the poem i.e. courage, clustered, whistling, mold, pattering, robed and manage.

Student's Tasks:

A. Give comprehensive answers

1. Who is Daffy-Down-Dilly?
A. Daffy-Down-Dilly is a tree.
2. What is she trying to do and why is she afraid?
A. She is trying to wake up from her winter sleep and she is afraid because it is still not very warm and the other trees are still dead.
3. What are the reasons that made Daffy come out?
A. Daffy comes out as she is a courageous tree and also because the spring winds have started to flow.
4. What will happen if Daffy did not manage to stand up?
A. If Daffy did not manage to stand up, it means that winter has not gone and spring has not arrived.
5. Why does the poet want all of us to be like Daffy?
A. The poet wants us to be courageous like Daffy and take the first step even if it is difficult and challenging for you.

Compose the Following**1. Feelings**

Forever they are in our blood
Emotions roil as if at war,
Each emotion, a different color,
Lingering only long enough to flash its presence.
Ingrained in every human instinct,
Never will they cease to cause conflict.
Growing ever restless, the confusion becomes endless.
Showing the right emotion, however, is never flawless.

2. Struggle

S-seems there is no hope
T-try your best, try to cope
R-relax your mind
U-understand you need to bind
G-get the help that you need
G-God is the One who feeds
L-let Him take care everything
E-each day you'll find a reason to sing

3. Healthy

Having a good diet is a great start
Exercise is good for your muscles and your heart
Always eat the right food.
Life is precious gift
Today is the day to become healthy, go out for a jog
Have a good time with it don't just sit on a log
You need to these ignoring me is just plain rude.

Extended Teaching

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Lesson 8: All Summer in a Day

Learning objectives:

1. To teach students how to manage jealousy and intrigue in their everyday life
2. To help them learn about the dangers of bully and its consequences

Teacher Starter:

As starter, have students brainstorm words, feelings, and activities associated with the word "summer." Share as a class. Ask the class "How do you feel on a really sunny day? How do you feel on a really rainy day? What contributes to those feelings?" Ask students to write a journal entry on a time they felt jealous of someone. Why did they feel jealous, and how did they handle it?

Teaching:

Brainstorm the feelings and images that emerge from the reading or invite students to draw a picture. During reading, explain to students that the story begins as the children are anticipating the arrival of the sun. The emotional story takes place in a classroom on Venus, where the rain stops and the sun shines only once every seven years. In the story, one student is mistreated while the children anxiously await the arrival of the sun. Students examine the unkind act committed by the children in the story and explore the roles of all the participants. They then discuss the consequences of bullying and generate ideas for possible effective interventions in bullying situations.

Student's Tasks:

Answer the Questions

A. Give comprehensive answers

1. In "All Summer in a Day," what are Margot's strengths and weakness?

A. Margot's strength is in her sensitivity and her ability to be true to herself. She remembers a better world on earth, where the sun often shone, and is strong in her dislike of Venus, where the sun only comes out once every seven years. She shows integrity in her loyalty to earth. Because she is true to herself, she tries to communicate her memories of the sun to the other children, comparing it to a fire in the stove and a penny. Because she is nonconformist, she won't join the other children in their games. She doesn't pretend to like things she doesn't like. As with most people, her strengths are also her weaknesses. Her integrity--being true to herself--includes a lack of social skills: she doesn't seem to realize how much she is alienating the other children and acting as if she is superior for having seen the sun. Even though she was true to herself in rejecting Mars, she might have made some attempt to relate better to the other children, though her depression might have made that impossible.

Her sensitivity is also a weakness: it means she writes nice poetry and has vivid and poetic memories of the sun, but it also leads her to scream and not want to take a shower. It causes her parents to think of leaving Venus early, despite the money they would lose.

2. What makes Margot different from the other children?

A. Margot and the other children live and go to school together on Venus. Compared to the other children, Margot has been on Venus a relatively short time. Previously she lived on Earth and remembers it well. Supposedly on Earth, the sun still normally shines. Margot has seen and experienced the sun. The other children were born on Venus and the last time they saw the sun, they were only two years old so they do not remember it. To them, the sun is a myth and many are unsure it even really exists.

When the other children hear Margot describe the sun and say that she has seen it, they do not believe her. Margot already seemed to be an outcast, different and withdrawn from the others. Once she speaks of knowing the sun, the children actively shun her, eventually pushing and shoving her.

3. In Ray Bradbury's "All Summer in a Day," how is the sun described?

A. The people who live on Venus only see the sun for an hour once every seven years. A class of nine-year-olds who were born on Venus cannot remember what the sun looks or feels like. Margot, however, who was born on Earth, remembers the sun vividly. According to her, sun is a flower; it is like a penny and like a fire in the stove.

4. According to the description in "All Summer in a Day," what is the planet Venus like?

A. The description of the planet is not based on scientific evidence. The description of the story's imaginary setting is as follows:

"It had been raining for seven years; thousands upon thousands of days compounded and filled from one end to the other with rain, with the drum and gush of water, with the sweet crystal fall of showers and the concussion of storms so heavy they were tidal waves come over the islands. A thousand forests had been crushed under the rain and grown up a thousand times to be crushed again. And this was the way life was forever on the planet Venus . . ."

5. What is the message of "All Summer in a Day?"

A. The theme of *All Summer in a Day* is that human nature drives people to be cruel to those who are different and inspire jealousy.

6. How did the seven years of rain affect the children in "All Summer in a Day?"

A. The children have been somewhat traumatized by the constant rain. They desperately want the sun to come out. You could say this made them somewhat bitter and mean, based on the way they treat Margot.

7. What is the most important thing to Margot?

A. Sun is the most important thing to Margot. For Margot, there is nothing more important than the sun. She is from Earth, so she remembers the sun. Not only does she remember it, but she cares more about the sun than anything else.

8. Where did the children put Margot while the teacher was out of the room?

A. The children put Margot in a closet while the teacher was out of the room.

9. As the story begins, where are the children and what are they doing?

A. At the beginning of the story, an elementary class full of children, who have grown up on the planet Venus and have never seen the sun, anxiously wait for the rain to stop. They are "ready" to finally experience sunlight for the first time as it shines on their gloomy, rainy planet later in the day. They are also excited to finally be able to leave their underground classroom to play outside for the first time.

10. What are the three facts in "All Summer in a Day"?

A. Fact 1: It has been raining on Venus for seven years. Fact 2: The children in Margot's class do not remember ever seeing the sun. Fact 3: The children bully Margot because she came from Earth and does not fit in.

11. Why do you think the other children mistreat Margot? Why do they refuse to believe what she says?

A. The children feel hostility toward Margot for her experiences on Earth with the sun that they so long for and cannot remember ever seeing. When she shares what she has experienced and knows of the sun, typical of many children who feel a sense of jealousy or threat from the unknown, some of them confront her, insisting she does not know about the sun.

12. What do you think happens after the story ends?

A. First, Margot is likely to be very angry. After all, the sun only comes out once every seven years in Venus. We know that Margot, more than any of the other children, has been looking forward to seeing the sun. The text tells us that Margot desperately tried to dissuade the children from their cruel errand. We also learn that she threw herself against the door and beat on it after she was locked in. So, Margot is likely to be very angry after she is let out. Second, although it is possible to guess Margot's emotional condition, it is difficult to predict Margot's likely actions upon emerging from the closet. Her anger may remain dormant or even hidden from the children.

B. Choose the correct answers

1. d. Venus
2. c. The sun is coming out d. A new classmate is joining the class
3. b. She remembers sunlight

Compose the Following

Describe a time when you did not fit in? What happened? How did you feel?

My father wanted me to become a basketball champion so he got me admitted to a sports club. I was also too excited to learn to play basketball until I realized that one needs to have a good height to play basketball. Children of my age used to score really easily in basketball as they were not only tall but also could run faster than me. I tried my best but could not fit it. To make matters worse, other children used to make fun of me. I used to feel really ashamed and insulted and within two weeks I dropped out of the club.

How would you feel about living on a planet that had rain every day?

It would be very irritating for me if there was rain every day. I just cannot imagine living under nonstop rain as it is not easy to play in rain and people cannot work much.

Discuss how people might feel and behave if they could not spend any time outside in the sunshine.

People will feel really depressed and irritated if they could not spend time outside in the sunshine. Sunshine is not only good for our health but also good for health of plants. I think people will simply go crazy if they were not able to go out in sunshine.

Extended Teaching

Resources at www.learningwell.pk

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Lesson 9: I Wandered Lonely as a Cloud**Learning objectives:**

1. To develop interpretive skills in literature by discussing poetry
2. To explore the concept of change as it relates to the poem
3. To develop imaginary skills used in the poem and help students explore new vocabulary words

Teacher Starter:

Ask students to give examples of the poems they know. Ask them to identify what words or phrases they think are important in this poem. Let them hold a discussion session before they start reading the poem.

Teaching:

Ask students to familiarize themselves with vocabulary words before they start reading the poem including bay, bliss, breeze, fluttering, gazed, glee, jocund, margin, pensive, solitude, sprightly, tossing, vacant, vales and wandered. Explain to your students that in some poems, the poet may choose to use a different order of words for sentences for e.g. 'Ten thousand saw I at a glance' rather than 'I saw ten thousand at a glance'. As an additional activity, you may ask students to frame any such sentences on their own.

Student's Tasks:**Answer the Questions**

1. What is this poem about?

A. This poem is about a beautiful experience of the poet where he sees daffodils in a pleasant atmosphere.

2. What was the poet doing when he saw the daffodils?

A. The poet was wandering aimlessly in the countryside. The poet was filled with joy and happiness when he saw the daffodils.

3. Describe the daffodils taking help from the poem.

A. The poet describes daffodils as dancing, fluttering flowers stretched endlessly along the shore. He says that the waves of the lake danced beside the flowers while the daffodils outdid the water in glee.

4. Write the central idea of the poem.

A. I wandered lonely as a Cloud is a poem that just makes you feel good about life. It says that even when you are by yourself and lonely and missing your friends, you can use your imagination to find new friends in the world around you.

5. Read this stanza carefully with your friend and then write what do you understand.

Stanza Summary:

There are a whole lot of daffodils. More daffodils than the poet has probably ever seen before. After all, these are flowers that usually grow in scattered groups in the wild or in people's well-tended gardens. The flowers stretch "continuously," without a break, like the stars in the Milky Way galaxy, each one gleaming like a star. The comparison to stars provides new evidence that the speaker is trying to make us think of angels or other heavenly being. Like the Milky Way galaxy, the flowers are roughly concentrated in a line that seems to stretch as far as the eye can see ("never-ending"). They flowers line the shore ("margin") of a bay of the lake, which must be a relatively large lake. The speaker takes in "ten thousand" dancing flowers at once. That's a lot of daffodils. The flowers "toss their hands" while dancing to the wind. By "heads" we think he means the part of the flower with the petals, the weight of which causes the rest of the flower to bob.

"Sprightly" means happily or merrily. The word derives from "sprite," which refers to the playful little spirits that people once thought inhabited nature. "Sprites" are supernatural beings, almost like fairies.

Compose the Following

A. Do the following

a. Write all the rhyming words from the poem and make sentences of any eight words.

Rhyming Words: Cloud, Crowd, Hills, Daffodils, Trees, Breeze, Shine, Line, Way, Bay, Glance, Dance, They, Gay, Glee, Company, Thought, Brought, Lie, Eye, Solitude, Mood, Fills, Daffodils.

Cloud: The Sky was covered with cloud.

Crowd: A large crowd of people gathered outside my home

Hills: There are a few hills at the Safari Park.

Daffodils: I like the color and the fragrance of daffodils.



Trees: We must plant more trees to help clean the environment.

Breeze: The sea gave way to a new system of breeze.

Shine: I must return to the home before the sun shines.

Line: The teacher asked us to form a line.

b. Identify the simile(s) , metaphor(s) and personification(s) in the poem:

Simile: lonely as a cloud, as the stars that shine, fluttering and dancing in the breeze

Metaphor: heart with pleasure fills, a host of gold daffodils

Personification: Tossing their heads in sprightly dance, The waves beside them danced

B. Match the words and phrases at left to their definitions. (Answers)

1. Host: another word for a crowd
2. Sprightly: a feeling of joy and excitement
3. O'er: poetic way to say 'over'
4. Out-did: performed better than
5. Vales: valleys
6. milky-way: the galaxy that contains our solar system
7. Jocund: lively
8. Oft: a poetic way to say 'often'
9. Glee: cheerful

C. Second reading of the poem: Vocabulary development by using meaning given in increase Your Vocabulary and B define what each one of the italicized words mean in the poem.

- a) That floats on high o'er vales and hills: This word is used for valleys. The poet says that he wandered in the countryside in the same way as a cloud would move on the top of valleys.
- b) Along the *margin* of the bay: Here, margin means the boundary line of the bay.
- c) Tossing their heads in *sprightly* dance: Here, sprightly means a powerful and enjoyable dance of the flowers.
- d) In such a *jocund* company: Here, jocund means full of excitement.
- e) What *wealth* the show to me had brought: Here, wealth means that a very precious experience is being encountered by the poet.
- f) For *oft*: Here, oft means that the poet frequently gets the flashback of memory of the beautiful experience.
- g) In vacant or in *pensive* mood: Pensive here means serious mood.
- h) Which is the *bliss* of solitude: Here, bliss means the comfort and pleasure one may have while being alone.

D. Third reading of the poem: Understanding the poem.

a. I wandered lonely as a cloud

That floats on high o'er vales and hills,

In the context of this poem, 'floats' means the slow-paced movement of the cloud, wandered means the poet's walk without purpose and O'er means on the top of valleys and hills.

**b. When all at once I saw a crowd,
A host of golden daffodils;**

In the context of the poem, crowd means a large collection of daffodil flowers, in hundreds or may be even in thousands.

Extended Teaching

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Lesson 10: Great Expectations

Learning objectives:

1. To familiarize children with one of the greatest literary figures of English literature, Charles Dickens by presenting a powerful excerpt from his novel ‘Great Expectations’.
2. To help them build a sense of imagination as presented in the novel.

Teacher Starter:

As starters, you may ask children to describe situations when they felt completely helpless and encountered a terrible problem. Ask children to describe a few incidences in which they were threatened, coerced, attacked or bullied for no reason. Ask them how they coped up with fear and panic that they faced.

Teaching:

The excerpt from Charles Dicken’s novel Great Expectation is a long one. Divide the class in reading groups and assign one paragraph to each group. Ask students to highlight and find meanings of difficult vocabulary words used in the lesson i.e. brambles, aforesaid, briars, eluding, faltered, flints, gibbet, giddy, lair, marsh, nettles, parish, savage, smothered, shuddering, steeple, timidly, vivid, whittles and wilderness. Explain to your students that descriptive fictional accounts like the one in this lesson require immense amount of vocabulary before they can be clearly understood. As a supplementary activity, you may organize a theater performance of the given lesson.

Student’s Tasks:

A. Give comprehensive answers

1. What is the significance of the man having no hat?
A. The man without hat is considered low-life and disrespectful.



2. Write an introduction to the character Pip in detail.

A. Pip is an orphan who lives with his harsh and selfish sister Mrs. Joe and serves as the apprentice of her gentle blacksmith husband Joe. Pip is sensitive and intellectually curious, but he is also extremely ambitious and, when he unexpectedly comes into money as a teenager, Pip grows haughty and extravagant in pursuit of a lifestyle genteel enough to meet the refined standards of Estella, the woman he loves. Confusing personal integrity with public reputation, Pip is cruelly disloyal to Joe and Biddy, avoiding them because of their lower class. Still, by novel's end, Pip learns to judge people by internal rather than superficial standards and redeems himself by repenting sincerely and reforming his personal values.

3. Who was that man who caught Pip in the marshes and what did he demand?

A. Pip was caught by a horrible-looking and terrifying monster. He is probably an escaped convict, desperate to avoid capture and will say and do anything to keep his freedom. His first words to Pip are a deadly threat. The scene takes place in a graveyard which adds to the sinister feeling.

4. Why was Pip scared of him?

A. Pip was scared of him because he appeared really brutal and horrible and gave him death threats should he failed to do what he asked for.

5. What was Pip's reaction to the convict's demands?

A. Pip had instantly agreed to the demands of the convict and did not utter a word in disagreement fearing that the man may kill him.

B. Give short answers

1. What is Pip's Christian name?

A. Pip's Christian name was Philip.

2. Where does Pip meet an escaped convict?

A. Pip meets an escaped convict at the graveyard.

3. What does the convict ask Pip to bring to him?

A. The convict asks Pip to bring him files and wittles (pieces of bread).

4. How much older than Pip is his sister?

A. Pip was 20 years younger than his sister.

C. Write who says these quotes in the story. (Answer)

1. "Hold your noise!?" = Convict

2. "Who d'ye live with, ----supposin' you're kindly let to live, which I han't made up my mind about." = Convict.

3. I was dreadfully frightened, and so giddy that I clung to him with both hands, and said, “If you would kindly please to let me keep upright, sir, perhaps I shouldn’t be sick, and perhaps I could attend more.” = Pip

4. There’s young man hid with me, in comparison with which young man I am an angel. That young man hears the words I speak. = Convict.

D. Tick the correct answer

1. d. A convict
2. b. A file and some food
3. d. He is visiting his family
4. a. His parents are dead b. He is being punished
5. a. Pip

E. Read the given lines and tell what you understand by them.

In these lines, Pip is being threatened by a horrible-looking convict. He warns Pip to bring him a file and some food the next day otherwise he would kill him and take out his heart and liver.

2. In these lines, marshes are actually low-lying wet land with grassy vegetation. Pip stops to look at the man. On the other side of marshes was a river which also appeared as a line. The sky, Pip sees, shows black, red and dense black lines showing that it is time of sunset.

3. These lines point to the feelings Pip got while running to his home after encountering a death threat. Even though the man who threatened him had disappeared, he was still frightened about a young man the convict had said could trace him anywhere.

4. These lines draw and describe the terrorizing character and figure of the convict who threatened Pip.

Compose the Following

1. Eluding: The boy was eluding from the convict.
2. Faltered: I faltered as I tried to get close to the cash counter.
3. Giddy: My friend adopts a giddy attitude towards strangers.
4. Marsh: My garden was full of marsh after the rains.
5. Savage: India has been subjecting Kashmiris to savage violence.
6. Smothered: We were smothered with snow in Quetta.
7. Shuddering: After the storm, I was shuddering with pain.
8. Timidly: The cat timidly made its way outside.
9. Vivid: The story built a vivid imagination in my mind.
10. Wilderness: The creature escaped into the wilderness and never returned.

3. Write the character sketch of Pip.

Character sketch of Pip

Pip is sensitive and intellectually curious, but he is also extremely ambitious and, when he unexpectedly comes into money as a teenager, Pip grows haughty and extravagant in pursuit of a good lifestyle. Confusing personal integrity with public reputation, Pip is cruelly disloyal to his sister and her husband, avoiding them because of their lower class. Still, Pip learns to judge people by internal rather than superficial standards and redeems himself by repenting sincerely and reforming his personal values.

Extended Teaching

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Lesson 11: The Wonders of the World

Learning objectives:

1. To familiarize students with the seven great wonders of the ancient world
2. To help them learn how accounts of historical and architectural masterpieces are written.

Teacher Starter:

Start by asking students about the greatest buildings or places they have seen in their city. They may point to modern places like stadiums and mosques. Ask them to name as many such building as possible and also ask them to describe why they thought those buildings were important.

Teaching:

While the chapter is being read, ask your students to underline difficult words used in the lesson i.e. abandoned, amphitheater, archaeologist, cistern, combat, contrary, devotions, elaborately, embellished, erecting, façade, formulate, gladiator, mausoleum, pharaohs, strategic, spanning, successors, vandalism and vigil. Ask students to determine reasons why the architectural masterpieces discussed in the lesson are regarded as wonders of the ancient world.

Student's Tasks:

A. Give comprehensive answers

1. What are the wonders of the world and why are they called that?

A. Wonders of the world are architectural masterpieces and buildings made by early humans for religious, cultural, administrative, decorative or security purposes. They are called wonders because it is simply beyond understanding how such structures were built in those times.

2. Why the Great Wall of China was built? Give an account of its construction.

A. The Great Wall of China was built to protect the country from invaders such as Huns, Mongols and other tribes. The wall is 5500 miles in length and is made from stone, earth, stones and bricks. Its height ranges from 15 to 50 feet.

3. What is meant by Petra in Greek and why it is a wonder of the world?

A. Petra in Greek means 'rock'. The Jordan city of Petra is also known as the city of rocks. It is a wonder of the world as it comprises of massive temples, tombs and monuments which have been shaped from sandstone cliffs.

4. What is the importance of Colosseum and for what purposes it was used?

A. Colosseum was the emperor's gift to the Romans. It was an amphitheater for organizing events like gladiator contests, group combats and battle reenactments. It became a symbol of power and majesty of the emperor and Roman society.

5. Compare Kukulkan Pyramid with the Pyramid of Giza. Discuss similarities and dissimilarities.

A. The two pyramids are completely different in style and purpose. The Kukulkan Pyramid is a stepped platform built of smallish stones upon which a modest-sized temple to the god Kukulkan, the 'feathered serpent,' was built. In a nutshell, it was a smallish, stepped pyramid raised to support a temple that was built for the worship of a god.

The Great Pyramid of Khufu was a gigantic, smooth-sided, stone monument built to protect the tomb of Pharaoh Khufu. It was constructed around 2400 BC. It contains over 2 million blocks of limestone, each averaging 2.5 tons in weight. It has been estimated that in order to put that many blocks of stone into place during the timeframe required, it would have been necessary to place one block every 2 minutes, every day for ten hours a day.

6. Why Machu Picchu is a wonder of the world? Write about its significance.

A. Machu Picchu is full of a mysterious nature which attracts many researchers and tourists. It is considered as the most amazing urban creation of the Inca Empire and one of the most important heritage sites in the world. The citadel is important because it has a great archaeological value and a variety of ecosystems. Machu Picchu symbolizes the excellent technical skill, and productivity of the Inca Empire in its peak. The citadel is a protected area due to the enormous natural and cultural attraction that it has.

7. Why is Taj Mahal of Agra famous?

A. Taj Mahal is famous as Seven Wonders of the World. It derived from the name of Shah Jahan's wife Mumtaz Mahal. Taj Mahal is a monument of immeasurable beauty. The Taj Mahal is in fact an architectural complex and not just the one building. The mausoleum is constructed of brick and covered with white marble.

2. If you are given the opportunity which wonder of the world you like to visit and why?

I would visit the great pyramid of Giza in Egypt as I think it is the most wonderful thing to see. I have an extreme fascination about ancient Egyptians and their way of life and the visit to pyramids is the best way I can learn about early Egypt.

3. Select any wonder of the world of your choice and write a detailed report with pictures.

Do as directed.

4. Select five words from the Increase Your Vocabulary understand their meanings and use them in your sentences.

Abandoned: The city of Machu Picchu was abandoned.

Archaeologist: My uncle is an archaeologist

Formulate: We need to formulate a new plan.

Mausoleum: The mausoleum of Quaid-e-Azam is in Karachi.

Pharaohs: The Egyptians used to bury their pharaohs in pyramids.

Extended Teaching

Resources at www.learningwell.pk

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Lesson 12: The Third Wish**Learning objectives:**

1. To teach students that all that the humans wish is not good for them
2. To teach them the values of kindness and sacrifice as it relates in the lesson

Teacher Starter:

Ask children if they have ever seen or touched a swan. Ask them to describe their feelings for birds. Do they think swans are gentle? Are swans friendly animals? Do they like to remain in water or on land? Engage the student with as many questions about swans as possible before you get the chapter reading started.

Teaching:

Ask students to highlight difficult words used in the story i.e. astonishment, composure, contentment, dabbling, dusk, entangled, extricate, fierce, malicious, pricked, quacking, thrashing, verge, tremendous, verge and withered. When the student are done with the reading, ask them to draw a character sketch of Mr. Peters as shown in the lesson keeping special emphasis on his values such as selflessness, love and regard for others.

Student's Tasks:

A. Give comprehensive answers.



1. What did Mr. Peters do to receive his three wishes?

A. In order to receive his three wishes, he helped an old King, who was turned into a swan by magic, return from the animal life. He eased up the trap of thorns in which the old king (swan) was entangled.

2. What was Mr. Peter's second wish and why did he wish it?

A. Mr. Peter's second wish was to transform his wife back into a swan. He wished it as he knew that his wife was originally a swan and could not spend his life happily with him in his house.

3. Respond to "The Third Wish" by completing the following sentences:

*What surprised me most about the story was...that the man did not want to try his luck for the third wish. He had heard that people who were granted wishes were worse off and not better off.

4. Why do you think Mr. Peters dies with a smile of happiness on his face?

A. He dies with a smile of happiness on his face as he had spent his life selflessly with love and that he was never lured by the third wish which the old king had promised him.

5. The King of the Forest says that most human beings who use magic wishes "end up worse off than they started." Is this true of Mr. Peters? Support your answer with details from the story.

A. This is not true as far as Mr. Peters is concerned. He was never tempted to use his third wish even though he spent a lonely life. He wanted to make sure that he would end up happily knowing that he did something good rather than being greedy.

B. Choose the correct answers.

- 1c. He is lonely
2. b. He wants to save two for an emergency
3. c. She misses her life as a swan
4. b. She feels an obligation to stay with him
5. c. Leita don't want to go far from her sister

Compose the Following

Write down the character sketch of either Leita or Mr. Peters.

Mr. Peters is a brave man and always willing to help others even if it means trouble for himself. He is helpful because he was trying to save the swan that stuck on a bush with thorns. He wanted his wife to be happy which is why he transforms her back into her old form as a swan. In all, Mr. Peters is a kind-hearted and generous man with high regard for others.

Extended Teaching

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